

**Chancellor Park**  
**Primary School**  
**Special Educational**  
**Needs Policy**

*September 2017 Review date: July 2020*

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## Special Educational Needs Policy (2017) 2

### 1. Definitions of Special Educational Needs

#### Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- *Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- *Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or

- *(b) above or would do so if special educational provision was not made for them.*

*Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.*

## 1. SEND Information Report

Our SEND information report can be found on the school's website. This report gives detailed information on the services and support we offer to children on the SEN register or children who need support with emotional needs.

This report is updated on a yearly basis, at the beginning of our school year.

[www.chancellorpark.essex.sch.uk](http://www.chancellorpark.essex.sch.uk)

## 2. Aims and objectives

### **Aims:**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice (Sept 2014)

### **Objectives:**

- Staff members seek to identify the needs of pupils with SEN as early as possible.

This is most effectively done by gathering information from parents, Education, health and care services and early year's settings prior to the child's entry into the school.

- Monitor the progress of all pupils

Continuous monitoring of all pupils by their teachers will aid the identification of children with SEN and will help to ensure that they are able to reach their full potential.

- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.

This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- Work with parents

This allows the school to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.

- Work with and in support of outside agencies

When the pupils' needs cannot be met by the school alone, the SENCo will seek support from outside agencies to develop further knowledge of the child. Some of these services include, Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, Family Solutions, Specialist Teachers and Emotional Mental Health Services (EMHS)

- Create a school environment where pupils can contribute to their own learning.

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs. This is encouraged through children attending their own One Plan / EHC meetings. Pupil participation is also encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams.

## **2. Responsibility for the coordination of SEN provision and Contact Details**

· The person responsible for overseeing the provision for children with SEN is :

· Mrs K Sawyer  
(SLT)  
(NASENCo award)

01245 465250  
Mondays, Tuesdays and Wednesday s  
[sen@chancellorpark.essex.sch.uk](mailto:sen@chancellorpark.essex.sch.uk)

## **3. Arrangements for coordinating SEN provision**

The SENCO will hold details of all SEN records for individual pupils. The class teachers will remain responsible for their own class provision maps.

**All staff can access:**

- The Chancellor Park Primary School SEN Policy;
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles and targets set .
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Essex SEND Local Offer including access to the Provision Guidance Toolkit.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

#### **4. Admission arrangements**

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

#### **5. Specialist SEN provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

#### **6. Facilities for pupils with SEN**

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

#### **7. Allocation of resources for pupils with SEN**

Children who are on a One Plan will be entitled to up to £6000 from the school budget to go towards resources and support in class to aid progression. The SENCo will produce a personalised budget for all children on the one plan to evidence how the money is

spent. If the requirement for support goes above and beyond the school allocation then application for an EHC will be considered.

The SENCo will also liaise with outside agencies for example occupational therapists or specialist teachers who are sometime able to supply resources such as mobility equipment.

## **8. Identification of pupils needs**

### **Identification**

*Please refer to the definition at the start of the policy.*

When identifying children with SEN we as a school refer to Code of Practice 2014 to the four broad areas of need

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and Physical needs

The purpose of identification is to work out what action the SENCo needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN. Children with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. The SENCo will undertake a detailed assessment of a child's needs to ensure that the full range of the child's needs is identified, not simply the primary need. The support provided to an individual child will always be based on a full understanding of their particular strengths and needs.

### **A graduated approach:**

#### **Quality First Teaching**

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share
- h) Parent's evenings are used to monitor and assess the progress being made by children.

### **Interventions**

If a child is still not making expected progress when learning has been differentiated accordingly they may be invited to undertake some individual or small group interventions. This means the child will be provided with additional support more than that being provided within class. This support will be planned by the teacher and may be delivered by the class teacher or a teaching assistant. The SENCo will monitor children who undertake interventions to ensure progress is being made.

### **Targeted Children**

If children are still not making adequate progress the next step is to be given individual targets. These targets will appear on the class provision map alongside strategies to support the delivery of these. They are reviewed every half term and if a child still continues not to make progress then the school consider the further SEN support in the form of a One Plan.

## **SEN Support ( One Plans)**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be made to add the child on to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective one planning and provision is put in place and so removes barriers to learning. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan (One Plan)**

Planning will involve a One Plan meeting between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required. The impact on

progress, development and/ or behaviour, that is expected and a clear date for review will also be discussed. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will also be part of this planning cycle as they have a good understanding of their individual needs,

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support, interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews of a child's progress will be made on a half termly basis. The review process will evaluate the impact of the support and interventions. It will also take into account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process this is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need, or a lack of clarity around the needs, of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a panel of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the Essex SEND Local Offer or the SEND school information report found on our website

<http://www.chancellorpark.essex.sch.uk/>

### **Education, Health and Care Plans [EHC Plan]**

- a. Following Statutory Assessment, an EHC Plan will be provided by Essex County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9. Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the STEP Cluster are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

## **10. Inclusion of pupils with SEN**

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Cluster meetings' and Multi-Agency support.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of discussion with staff and through progress meetings with parents. Pupil

progress will be monitored on a termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on a class provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. They reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

### **12. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

### **13. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, SEN update meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

### **14. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

## **15. Working in partnerships with parents**

Chancellor Park Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent, regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governors (Joanne Pumfrey) may be contacted at any time in relation to SEN matters via the school.

The SENCo also holds a half termly meeting with children with SEN called Parent Voice, this is an opportunity for informal discussions and liaison between parents of children with SEN.

## **16. Links with other schools**

The SENCo attends SENCo cluster meetings with a number of other Springfield based schools, on a termly basis. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.